

# Presentation Handout

<b>The Head Start Child Outcomes Framework and the High/Scope Curriculum</b>	
<i>Head Start Child Outcomes Framework</i>	<i>High/Scope Curriculum</i>
<p><b>Domain: Language</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>· Listening and understanding</li> <li>· Speaking and communicating</li> </ul> <p><b>Sample Indicators:</b></p> <ul style="list-style-type: none"> <li>· Listens &amp; understands conversations, stories, songs, and poems</li> <li>· Understands &amp; uses increasingly complex and varied vocabulary</li> <li>· Uses language to communicate needs, ideas, information, feelings, experiences, feelings, opinions</li> </ul>	<p><b>High/Scope Key Experiences</b></p> <ul style="list-style-type: none"> <li>· Talking with others about personally meaningful experiences</li> <li>· Describing objects, events, and relations</li> <li>· Having fun with language: listening to stories and poems, making up stories and rhymes</li> </ul> <p><b>How High/Scope Supports Child Development</b></p> <ul style="list-style-type: none"> <li>· Children talk more when they converse about their own activities &amp; interests</li> <li>· Children use increasingly complex language as they make plans and reflect on their experiences</li> <li>· Children play “leader” making up stories, rhymes, and chants; using language this way empowers them</li> </ul>
<p><b>Domain: Literacy</b></p> <p><b>Elements</b></p> <ul style="list-style-type: none"> <li>· Phonological awareness</li> <li>· Book knowledge and appreciation</li> <li>· Print awareness and concepts</li> <li>· Early writing</li> <li>· Alphabet knowledge</li> </ul> <p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>· Identifies sounds in spoken language</li> <li>· Matches sounds and rhymes in words, songs, poems</li> <li>· Shows interest in reading</li> <li>· Re-tells and dictates stories</li> <li>· Handles books appropriately</li> <li>· Understands functions of print</li> <li>· Associates printed and spoken words</li> <li>· Experiments with writing tools</li> <li>· Progresses from scribbles to letter-like forms to letters</li> <li>· Begins to associate name of letter with its shape and sound</li> </ul>	<p><b>High/Scope Key Experiences</b></p> <ul style="list-style-type: none"> <li>· Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms</li> <li>· Reading in various ways: reading storybooks, signs and symbols, one’s own writing</li> <li>· Dictating stories</li> </ul> <p><b>How High/Scope Supports Child Development</b></p> <ul style="list-style-type: none"> <li>· Each child has a unique written symbol</li> <li>· The classroom is print-rich: symbols, signs, labels, words, books, magazines, computers</li> <li>· Adults read to children in intimate settings, one-on-one and in small groups</li> <li>· Children read to one another</li> <li>· Children use a variety of writing tools to make plans, carry them out, and represent them during recall</li> <li>· Children dictate captions &amp; stories; they see their spoken words written down</li> </ul>
<p><b>Domain: Social-emotional</b></p> <p><b>Elements</b></p> <ul style="list-style-type: none"> <li>· Self-control</li> <li>· Cooperation</li> <li>· Social relationships</li> </ul> <p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>· Expresses feelings, needs, and opinions without harming self, others, property</li> <li>· Understands consequences of one’s own actions</li> <li>· Uses compromise and discussion to resolve conflicts</li> <li>· Responds with sympathy and empathy to peers</li> </ul>	<p><b>High/Scope Steps in Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>· Approach calmly, stopping any hurtful actions or language</li> <li>· Acknowledge feelings</li> <li>· Gather information</li> <li>· Restate the problem</li> <li>· Ask for ideas for solutions and choose one together</li> <li>· Give follow-up support as needed</li> </ul> <p><b>How High/Scope Supports Child Development</b></p> <ul style="list-style-type: none"> <li>· Adults listen to children so children listen to one another</li> <li>· Adults help children find non-harmful words and actions to express feelings</li> <li>· Children describe the problem in their own words</li> <li>· Children think about how their proposed solutions will affect others</li> <li>· Adults respect the children’s agreed-on solution even if it is not one the adult would choose</li> </ul>

